

THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS
Course Template for the Learning Outcomes System

School of Business
STRA3705 – China Economy

GENERAL INFORMATION

Instructor: Dr. Jing Li

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Office hour: Friday 11:00 am -12:00 pm or by appointment

Class: Friday 14:30 pm -17:20 pm

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Other Information

Pre-requisites: NA

Co-requisites: NA

Mutually exclusive: ECON2264 Economic Development of China

COURSE DESCRIPTION

This course provides a general introduction of China economy since 1949 with emphasis on the era of transition from a planned economy to a more market driven one. It aims to help students understand the development and transition of Chinese economy, the working of major market mechanism, as well as related issues that China encounters. Basic economic principles are used to explain the economic issues of modern China.

Specifically, this course will start from an historical overview of China economy. Then it will talk about the economy reform, followed by the reform of firms and household behaviors that are specific to China. Next, it will focus on two important markets: financial market and housing market, focusing the market mechanism, function of major players, and issues/concerns that may hinder economic development. Besides that, this course will also cover the topic about the interactions between China and the world by focusing on the international trade and Foreign Direct Investments. Finally, this course will have an in-depth discussion of the development of China economy with specific emphasis on driving forces, obstacles, and problems associated.

COURSE OBJECTIVES

The main focus of this course is to develop students' ability to conduct applied economic analysis of Chinese economic issues. By highlight several topics, this course will guide students to use the basic micro and macro economics tools to systematically analyze economic problems in China.

1. To provide students with diverse background general knowledge of Chinese economy, as well as the interactions among institutions and other major players in the process of economic development in China.
2. To provide a structured set of assessments of transition and development of China economy.
3. To guide students to apply basic economy theory and empirical analytic skills to study issues that are important to Chinese economic development.
4. To combine lecture, case studies and discussions, as well as project presentation for better development of students' communication and facilitation skills.

Programme Learning Outcomes			
PLO1: Acquisition and internalization of knowledge of the programme discipline			
PLO2: Application and integration of knowledge			
PLO3: Inculcating professionalism and leadership			
PLO4: Developing global outlook			
PLO5: Mastering communication skills			
COURSE LEARNING OUTCOMES			
Course Learning Outcomes			Aligned Programme Learning Outcomes
On completion of this course, students are able to:			
CLO1: Understand the transition and development of Chinese economy and identify current economic challenges in China.			PLO1, PLO2, PLO4
CLO2: Critically exam major economic issues in China using basic economic theory and principles.			PLO1, PLO2, PLO3, PLO4
CLO3: Develop analytical skills to systematically solve economic issues.			PLO1, PLO2, PLO3, PLO4
CLO4: Demonstrate effective written skills, communication skills, and team work skills through discussion, presentations, and paper writing.			PLO1, PLO2, PLO3, PLO4, PLO5
COURSE TEACHING AND LEARNING ACTIVITIES			
Course Teaching and Learning Activities		Expected contact hour	Study Load (% of study)
T&L1. Lectures with In-class discussion and class work		32	24.62%
T&L2. Group-based Project and Presentation		20	15.38%
T&L3. Term Paper		40	30.77%
T&L4. Self-study		38	29.23%
Total		130	100%
Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1. Class Participation		10%	COL1, COL2
A2. Quizzes		20%	COL1, COL2, COL3
A3. Group Presentation		30%	COL1, COL2, COL3, COL4
A4. Term Paper		40%	COL1, COL2, COL3, COL4
Total		100%	
STANDARDS FOR ASSESSMENT			
Course Grade Descriptors			
A+, A, A-	Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.		
B+, B, B-	Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.		

C+, C, C-	Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as evaluate and synthesis.
D+, D	Evidence of basic familiarity with the subject.
F	Little evidence of basic familiarity with the subject.

Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

1. Class Participation: 10%

Effective participation is very important to guarantee the quality of learning outcome. Basically, I measure students' participation through two aspects:

- a. **Attendance and punctuality:** This is the basic requirement of participation. Students are required to attend all the classes on time. Excused absence is allowed but has to notify the instructor at least one day ahead. Sick leave can be requested on the day of class.
- b. **Contribution of the discussion:** Discussion is a very important part of the learning process of this class. During the process of lectures and presentations, you are encouraged to ask questions, give comments that could lead the discussion to a new direction. Please be less concerned about the "right" or "wrong". The main purpose of discussion is to help students develop ability of systematic thinking and skills of effective communication. All of your contribution are valuable and I will track all of your participation during discussion.
- c. **Note:** If you are not comfortable of discussing in the class, please come to talk with me during the consultation time. We can work together to get it solved.

2. Quizzes: 20%

Quiz is used as an effective assessment of both students' learning and instructor's teaching outcome. Two in-class quizzes will be provided. Questions can be in the format of both multiple choices and short essay.

Schedule of Quizzes:

Quiz One: March 17th, 2017 (Friday)—Focus on class materials covered before/on this date.

Quiz Two: April 21st, 2017 (Friday)-----Focus on class materials covered since quiz one.

Note:

No make-up quizzes will be provided unless you demonstrate in advance that you have significant reasons that prevent you from attending the class (e.g. illness or injured confirmed by your doctor, or family emergency).

3. Group Presentation: 30%

Besides to help students familiarize the economy in China, group work fulfills another major objective of this course—develop analytical skills, communication skills, as well as presentation skills. Students should form a group and choose a topic/ case related the major topics listed below. Students can choose to present a topic such as discussing a puzzling phenomenon in China economy or conducting a case study during the transition of economic process.

How it work

Starting Date: proposed to start from week 5 (Feb. 17th, 2017), conditional on the selection of the topic for that week.

Group and Topic: Form a group and set up the topic no later than **Feb. 10th, 2017**. Maximum number of people in each group is five. Each group should meet with the instructor about the topic during consultation time or by appointment. The instructor will propose a list of research question or case studies for each major topic covered in this class. However, each group should also think about two topics/cases and bring them to meet with instructor.

Gentle reminder: Come to talk with instructor earlier will get the priority to choose your favorite topics.

About the presentation:

- One presentation for each week, except the week of quizzes
- Each group should prepare a 30-mins presentation and leave another 10 mins for questions and comments
- Participation and contribution of audience groups during the presentation will be tracked.

4. Term Paper: 40%

The last assessment of this course is the individual term paper, which accounts for the most important part of your final grade. Based on the lectures, handouts and all other reading materials covered in this class, each student should choose one specific topic and finish writing a term paper by the end of this semester. The purpose of this paper is to encourage students to develop ability of critical thinking and learn to apply basic micro/macro theory to analyze economic issues in China.

Requirements:

- The deadline of this paper is **April 30th, 2017** by midnight.
- The topic of paper should be specific and related to the materials covered in class. Students should talk with the instructor about his/her topic no later than **March 31st, 2017**.
- Format: (1) a cover page indicating the title of paper, name, student ID, department; (2) double space with no more than 20 pages in total (including tables, graph, reference, etc.)
- Guideline of content: Students can choose to follow the logic of what—why--how to construct the paper (up to student's preference). That means you are suggested to introduce the background and propose your research question/topic (what) in the first part of your paper. Then you should analyze the reason (why) and how this issue is solved (how). Both quantitative and qualitative method can be used in your paper.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Topic One: General Introduction

- Characteristics and basic economic facts of China
 - Geographic, Demographic settings
 - Basic economic facts of China

Topic Two: Market Transition: Strategy and Process

- Economy before reform: The failed Socialist Experiment
- Incentives of reform
- Strategy and process of reform
- Outcome, implications and issues of the reform

Topic Three: Enterprises in China

- State-Owned Enterprises
- Non-State-Owned Enterprises

Topic Four: Household Behavior

- Consumption
- Wealth Structure
- Implications on Chinese economy

Topic Five: Financial Market

- Banking system
 - Banking system in China
 - Issues of current banking system
- Stock Market
 - Introduction of stock market in China
 - Reform of stock market

- SH-HK Stock Connect and SZ-HK Stock Connect

Topic Six: Housing Market

- Historical overview of housing market in China
- Housing Bubbles?
- Impact on banking system and policy concerns

Topic Seven: Foreign Trade

- Overview of trade in China
- Trade reform
- Relation with major trade partners

Topic Eight: Foreign Direct Investment

- FDI in China
- Determinants and Impact of FDI

Topic Nine: Growth and Development

- Driving forces for growth
- Obstacles for development

Topic Ten: Issues with Economy Growth in China

- Overcapacity
- Pollution

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

Two recommended books for this class:

1. Naughton, Barry, *The Chinese Economy: Transitions and Growth*, MIT Press, 2007.
2. Chow, Gregory C., *Chinas' Economic Transformation*, Second Edition, Blackwell Publishing, 2007.

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>

Academic dishonesty is the behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. Any type of academic dishonesty will not be tolerated, such as plagiarism, cheating, or unauthorized collaboration.

ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

Please note that the syllabus and schedules may be changed at the instructor's discretion.